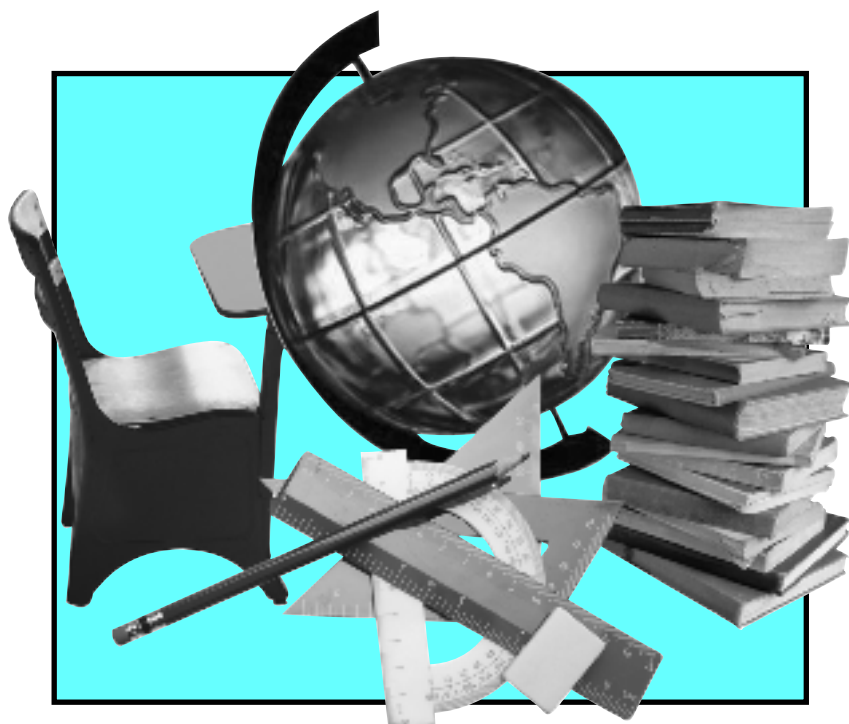


# Nevada

## CRITERION REFERENCED TESTS

### Administration Manual 2004



**For tests in Reading and Mathematics**

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Office of Assessment, Program Accountability, and Curriculum (775) 687-9186

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## PART 1 – GENERAL INSTRUCTIONS

### ***General Instructions***

This manual contains a description of the procedures to be used when administering the Nevada Criterion Referenced Tests in Reading and Mathematics for Grade 3, along with detailed instructions to be read to students. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

### ***Purpose of the Assessment***

The purpose of these tests is to identify student strengths and weaknesses relative to the Nevada State Standards, a critical feature of students' education. State law strictly limits the individuals who may review the content of these tests and prohibits school personnel and the public from such activity. Regulations governing state examination programs also prohibit copying the content of any test materials. **Maintaining the security of the test booklets and students' answer documents are of extreme importance.** Please review all test security guidelines carefully and review any questions or concerns with your School Test Coordinator.

### ***School District Personnel Responsible for Testing***

The following school district personnel are responsible for the administration of the Nevada CRT tests:

#### *District Test Director (DTD)*

The District Test Director (DTD), has district-wide responsibility for implementation of test procedures, and serves as the point of contact between the School Test Coordinators (STCs) and the Nevada Department of Education and Harcourt Educational Measurement.

#### *School Test Coordinator (STC)*

School Test Coordinators (STCs) are designated to serve as the point of contact between the District Test Director (DTD) and their school. They are responsible for ensuring that all testing procedures are followed within the school, training Test Administrators, and maintaining the security of test materials.

#### *Test Administrator*

As the Test Administrator you are responsible for administering the test(s) according to the procedures contained in this *Test Administrator Manual* and for maintaining the security of test materials. Your primary responsibilities include:

- ensuring that test materials are stored in a secure location and that all security requirements are observed
- ensuring that all students understand and follow test administration instructions
- administering the tests in an environment that enables each student to do as well as possible
- conducting the answer document editing procedures as described in this manual
- returning all answer documents, test booklets, scratch paper, and test instructions to your *School Test Coordinator (STC)* each day, after testing is complete.

### ***Administration of the CRT Tests at Grade 3***

District Test Directors will work with School Test Coordinators to establish testing dates and times. This information will be provided to you by your STC.

The Criterion Referenced Test is intended to be a measure of student proficiency rather than speed; therefore there are no time limits. Students who are working productively should be given as much time as needed to complete the test. Each test consists of two parts and should take approximately 120 minutes to finish (about 60 minutes for each part).

Individual districts/schools will need to provide specific schedules that meet the needs of their particular situations, keeping in mind that all students who are working productively should be allowed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue. Breaks must not be used as an opportunity to study the content area of a test.

Students requiring additional time beyond the scheduled testing period may need to be relocated to a different testing area or may need to continue working through scheduled breaks. When relocating a student to a different testing location is required, the student should not converse or interact with other students. Test administrators must collect all testing materials from students during the relocation and return them once students are situated.

Flexible scheduling (e.g. time of day, minutes between sessions, days between sessions, etc.) is another point for the district/school to consider. The order of what test is given on which day is also a flexible decision for the district/school to make. Whatever decisions are made in terms of the scheduling, students must not be allowed to return to test items from previous testing sessions or look ahead to upcoming sessions.

**Test administrators must ensure that students utilize the same answer document and test booklet throughout all testing sessions. A “Student Name” box has been added to the cover of the CRT test booklets. Students will be instructed to print their name on the cover of their test booklets prior to the administration of the Test.**

The following guidelines are provided for planning a favorable testing environment:

**Size of Testing Sessions.** The size of sessions is at each district’s discretion, but smaller testing sessions (approximately 20-25 students) are recommended.

**The Room.** The primary consideration in choosing a room for test administration is student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

**Seating.** Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test booklet, an answer document, scratch paper, and a ruler.

**Personnel.** One proctor in each testing classroom should administer the examination. A **briefing session should be held for proctors prior to test dates to review instructions and duties, such as distributing and collecting materials, and checking the answer documents to make sure that students have filled them out correctly. If students are tested in large groups, at least one proctor per 20 students should be provided.**

**Helping Students.** Students are not to be given help with reading or responding to test items, but testing procedures should be made clear. No hints should be given through gestures, facial expressions, or words of encouragement. The test administrator should maintain an impartial and professional attitude. If a student should ask a question about how he/she might answer a question, useful and permissible replies include: “Follow the instructions that you were given” and “Do your best.”

**Cheating.** Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer documents from students who cheat should be submitted in a separate envelope with notes of explanation attached to them. Students who cheat will be referred to the district testing directors for appropriate action.

**Students Who Finish Early.** Some students may finish early. However, ANY students who require additional time should be allowed to work without disruption and without feeling rushed. It may ease the test administrator's job considerably if students bring study materials, books, or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. For students who finish early, reading, writing and drawing are permissible activities; but students should not talk or in any way disturb others who are still working on their tests.

**FOR INFORMATION ON TESTING STUDENTS  
WITH DISABILITIES, PLEASE SEE APPENDIX B.**

**FOR INFORMATION ON TESTING STUDENTS WHO ARE  
ENGLISH LANGUAGE LEARNERS, PLEASE SEE APPENDIX C.**

### ***Test Materials***

Test Administrators must "sign-out" and "sign-in" each test booklet issued and returned on each day of the test administration on the *School Security Checklist*. Your STC will provide you with the following testing materials:

- this *Test Administration Manual*
- test booklets appropriate for the test(s) that you will administer
- student answer documents

Ensure that you have the following supplies needed for testing:

- No. 2 pencils with erasers
- scratch paper (for appropriate tests)
- rulers that measure in centimeters and inches
- a reliable watch or clock

### ***Test Security***

*Nevada statutes specifically prohibit the disclosure of the content of state examinations. The concern is twofold. First, students should have no knowledge of the test prior to the administration. Second, teachers should have no knowledge of the test content so that "teaching to the test" will not occur either inadvertently or intentionally. (NRS 389.015)*

The following is a list of guidelines to assist persons involved in test administration in determining what actions may compromise test security.

1. All individuals involved in the test administration of the Nevada *Criterion Reference Tests* (CRT) should be familiar with test preparation procedures, handling test materials, and ensuring test security as described in the *Guidelines for the Nevada Proficiency Examination Manual* and in this *Test Administration Manual*.
2. Test booklets and student answer documents must be secured in a locked storage room or file cabinet with limited access. The key must not be readily accessible to school personnel.

3. Test booklets are not to be distributed to test administrators until the day of testing, and are to be distributed and collected daily utilizing the *School Security Checklist*. Under no circumstances shall test booklets or student answer documents be circulated among faculty, other administrators, or peers. Copying **ALL OR ANY PART** of a test booklet or taking notes about the items included on a test is **STRICTLY PROHIBITED**.
4. When not in secure storage, test booklets must remain in the possession of the test administrator or proctor at all times.
5. The tests must be administered strictly in accordance with the instructions outlined in the *Test Administrator's Manuals*. Directions that are to be read to the students must be read exactly as they are written.
6. Students must never be exposed to test items or to the answers to test items prior to, during, or following test administration. **Intentional use of test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
7. All persons are prohibited from providing students with the answer to any test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
9. Test sessions should be scheduled so that students cannot obtain test information from other students who have already taken the test.
10. Once testing is complete, all test materials must be returned to the STC no later than the end of the school day on which the test(s) are administered
11. All known violations of test security procedures shall be documented in writing using the *Report of Test Irregularity* form and forwarded to the District Test Director (DTD).

### ***Test Irregularities***

Test Administrators should immediately report any testing irregularities to their STC. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, or *LEP Participation Form* are not provided
- a student is provided an accommodation that is not specified in the student's IEP, or *LEP Participation Form*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer document is missing
- any unused/unassigned test booklet is missing



## PART 2 – STUDENT DEMOGRAPHIC DATA

At this grade level, it is highly recommended that school personnel complete the demographic information required on the answer documents. This is particularly important for student status information such as IEP, ELL, etc., as well as other information of this nature.

**If students are to complete the demographic data sections of their answer documents, the following instructions must be followed exactly.** Material that is to be read aloud is printed in **bold type** and preceded by the word **SAY**. All other information is provided for the administrator and should not be read aloud to the students.

Some districts will use Pre-ID labels. Student information must be verified carefully for accuracy. If an error is found, a new student answer booklet must be completed prior to testing. The Pre-ID label itself cannot be altered, and information on the label will override any sections gridded on the answer booklet

When all students are quietly seated with No. 2 pencils and erasers,

**SAY**

As you know, you will be taking tests in Reading and Mathematics. Please **DO NOT** make any marks in your answer document until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.

*Distribute the answer documents, then*

**SAY**

Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. **Are there any questions?**

*Pause. If necessary, answer questions.*

### **Name Block:**

**SAY**

Turn your answer document so that you are looking at the blocks labeled **LAST NAME, FIRST NAME, and MI.**

*Hold up a sample answer document and point to the Name Block.*

**SAY**

Find the block for **LAST NAME**. Starting with the first box on the far left side, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. *(Pause.)* In the block for **FIRST NAME**, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. *(Pause.)* In the block labeled **MI**, print the first letter of your middle name. If you do not have a middle name, do not print anything in this space. *(Pause.)*

*Walk around and check to see that each student has completed the Name Block correctly.*

**SAY**

Each box has a column of circles below it. Darken the circle in the first column that has the same letter as the letter in the box above it. Repeat the process for each of the other letters in your name. If you have a blank space in a box, darken the blank circle above the letter A. Darken only one circle in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?

*Pause. If necessary, answer questions.*

**SAY**

You may now darken the appropriate circles.

*Pause. Check to make sure that each student is darkening the circles correctly.*

***District Number (District #) Block:***

**SAY**

Look at the bottom left corner of the page, below the Name section. Find the block for DISTRICT NUMBER. In the boxes, write the district number. *(Please provide the appropriate district number from Appendix A for the students.)*

*Pause.*

**SAY**

Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.

*Pause.*

***School Number (School #) Block:***

**SAY**

Next to the District Number is the SCHOOL NUMBER. In the boxes provided, write in the school number. *(Please provide the appropriate school number from Appendix A for the students.)* Then darken the circles for the numbers you wrote in the boxes.

*Pause.*

***Student Number Block:***

If your district uses SMART IDs as student numbers, follow the script provided below. If not, follow any instructions your district has provided for filling out the STUDENT NUMBER block. If the student numbers used in your district contain fewer than nine digits, you will tell students to start with the box on the far left. If a student has no assigned student number, the student may enter his/her Social Security number. Only if the student or the parent/guardian objects to using the Social Security number should the space be left blank.

<b>SAY</b>	Now find STUDENT NUMBER, which is next to the School Number. Starting with the box on the far left side, print one number of your student number in each box. Do not include dashes.
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*Pause to allow students time to fill in this information.*

<b>SAY</b>	Each box has a column of circles below it. Darken the circle in the first column that contains the first number of your student number. Repeat the process for each of the other numbers in your student number. Darken only one circle in each column. Completely erase any incorrect marks.
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*Pause.*

<b>SAY</b>	You may now darken the appropriate circles.
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### ***Birthdate Block:***

<b>SAY</b>	Locate the block labeled BIRTHDATE. <i>(Hold up the form and indicate the appropriate box.)</i> This is for recording your date of birth. In the box for "Month," darken the circle of the month you were born. Are there any questions?
------------	--

*Pause. If necessary, give additional examples or answer questions.*

<b>SAY</b>	The next section is labeled "Day." In the boxes, write the day of the month on which you were born, putting one number in each box. If your birthday is the first through the ninth of the month, write "zero" in the first box and the correct number in the second box. For example, if you were born on the fourth day of the month, you would write a "zero" in the first box and a "four" in the second box. If you were born on the sixteenth day of the month, you would write a "one" in the first box and a "six" in the second box. Are there any questions?
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*Pause. If necessary, give additional examples or answer questions.*

<b>SAY</b>	Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.
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*Pause. Walk around to see that students are darkening the correct circles.*

<b>SAY</b>	The next section is labeled "Year." In the empty boxes, write the last two digits of the year in which you were born. For example, if you were born in 1996, you would write "nine" in the first box and "six" in the second box. Are there any questions?
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*Pause. If necessary, give additional examples or answer questions.*

**SAY**

Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.

*Pause. Walk around to see that the students are darkening the correct circles.*

### ***Ethnicity Block:***

Only one circle is to be filled in. If the student considers herself or himself to be a member of two or more groups, she or he is to fill in the space for the one group with which she or he most closely identifies.

**SAY**

Now look at the bottom right corner of the page, where you can see a box labeled "E-T-H" This is the ETHNICITY block.

*Hold up a sample answer document and point to the "ETH" box.*

**SAY**

The Ethnicity block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the letter code of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letter "I" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian Subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is HISPANIC. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the circle containing the letter "H" in the Ethnicity block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter "B" in the Ethnicity block.

The next group is CAUCASIAN (White), NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter "C" in the Ethnicity block. Please make sure that you have filled in one and only one circle in the ETH column. Are there any questions?

*Answer students' questions and allow them time to complete the Ethnicity section.*

### ***Gender Block:***

**SAY**

Now find the “Gender” block. If you are a girl, darken the circle next to the word “Female.” If you are a boy, darken the circle next to the word “Male.”

*Pause.*

**SAY**

Please erase any stray pencil marks you may have made on your Answer Booklet.

*Pause.*

The remaining sections of the demographic page will be completed after testing as explained in Part 5 of this Manual.

Please verify the students’ completion of the demographic data and check the demographic page of each student’s answer document for completeness and accuracy.

If you will be administering the Reading Test immediately, please turn to the instructions on the following page.



## PART 3 – READING TEST INSTRUCTIONS

### Reading Test Instructions

The Reading test consists of two parts. The entire test will take approximately 120 minutes (about 60 minutes for each part). Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue. If such breaks are utilized, students must not be allowed to return to items encountered prior to the break.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils and erasers. The demographic information on the answer documents must be completed prior to testing. The importance of correct demographic information cannot be stressed enough and therefore should be checked very carefully by an adult.

**SAY**

I will now pass out the test booklets and your answer documents. These test booklets contain the Reading test and Mathematics test. At this time, we are going to work on the Reading Test.

*Pass out the test booklets in the order they are packaged. Distribute the students' answer documents. Then*

**SAY**

Locate the box marked "Student Name" on the front of your test booklet. Print your first and last name on the front of your test booklet in the space provided.

*Check to be sure that each student has printed their name on the front cover of his/her test booklet.*

**SAY**

Look at the front cover of your test booklet. Find the large 3 in the top right corner of the Test Booklet. The VERSION number for your Test Booklet is printed below the large 3. This is the VERSION number you will mark on your answer document.

*Check to be sure that each student has found the VERSION number on his/her test booklet.*

**SAY**

Now on Page 2 of your answer document, find the word "Reading" at the top left corner of the page. Above the word "Reading" is a box with the word "VERSION" and five numbered circles.

*Check to be sure that each student has found the correct box.*

**SAY**

Now fill the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it on your answer document. If your test booklet is VERSION 2, you will darken the circle with a "2" in it on your answer document. Does anyone have a question?

*Answer any questions the students may have. Be sure they have filled in the correct VERSION number on their answer documents.*

**SAY**

Now open your test booklet to Page 1.

*Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page.*

**SAY**

I will read the directions to you. Follow along as I read them aloud.

"Directions for Reading: There are reading questions in this test booklet for you to answer. Do not mark your answers in this booklet. Instead, mark them on your answer document. Each time you answer a question, be sure the number on the answer document is the same as the number of the question you are answering in the test booklet.

**DO NOT WASTE TIME ON HARD QUESTIONS.** If you find a question is taking a lot of your time, come back to it later. **BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER DOCUMENT.**

The questions ask you to choose the correct answer. Each question has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. Find the number for that question on your answer document and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet; however, you must mark your final answer on your answer document. Be careful to not make any stray or unnecessary marks on your answer document.

Let's work through the sample passage and questions together to be sure you understand the directions." Are there any questions?

*Pause. Answer any questions.*



**SAY**

Now look at the boxed passage and sample questions below the directions. We will read the passage and answer the questions together. The answers to the questions must be marked in your answer document. Before we read the passage and questions, let's find where we will mark the answers in the answer document. Look at the page in your answer document that has the word "Reading" at the top.

*Hold up an answer document turned to the correct page and point out the word "Reading."*

**SAY**

To the right of the word "Reading" are three shaded boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in these boxes. Are there any questions?

*Answer any questions the students may have. Check to be sure the students have found the correct place in their answer documents.*

**SAY**

Now we will go back to the test booklet and read the sample passage.

*Make sure everyone has found the sample passage and questions.*

**SAY**

Read the passage to yourselves as I read it aloud. "The Best Tree House in Town. Mary and Juan planned to construct a tree house. On the first day, Juan got the wood while Mary got the other things they needed. It took two days to make the house. On the third day, they had a party for their friends. Everyone thought it was the best tree house in town."

*Pause for students to think about the passage.*

**SAY**

Now look at the first question below the passage. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "In the story what does the word construct mean? A – draw; B – build; C – find; D – paint."

*Pause.*

**SAY**

Mark your answer to the question in the shaded box labeled "Sample A" on Reading page of your answer document.

*Pause while students mark their answers on their answer documents.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

Yes, that is right. The word construct means “build,” so “B” is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?

*Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer document.*

**SAY**

Now look at the “Sample B” question in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the shaded box labeled “Sample B” in your answer document.

*Pause while students mark their answers.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

That’s right. The correct answer is “B,” *hard-working*. You should have marked the circle with the letter B in it. Does anyone have a question?

*Answer questions, if necessary.*

**SAY**

Now read the Sample C question and answer choices in your test booklet. Then mark your answer on your answer document.

*Pause while students mark their answers.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

That’s right. The correct answer is “A,” *had a party for their friends*. You should have marked the circle with the letter A in it. Does anyone have a question?

*Answer questions, if necessary.*

**SAY**

The Reading Test is divided into two parts: Part 1 and Part 2. When you have finished Part 1, we will take a break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?

*Answer any questions.*

**SAY**

We are now ready to begin Part 1 of the Reading Test. Read each question carefully. The first several pages have questions that are not about a passage. Read and answer each question. Then read the passages and answer the questions that follow. Be sure to mark your answers in the Reading section of your answer document. Do not go past the page with a stop sign until you are told to do so. Are there any questions?

*Answer any questions.*

**SAY**

Turn the page in your test booklet and begin working.

*Pause and answer any questions.*

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of the answer document. When students have finished Part 1,

**SAY**

We will now take our break. Place your answer document inside your test booklet to hold your place. Then close your test booklet.

Instruct students to leave their test materials on their desks and what they may do during the break

*OR*

Collect each students' test materials and secure them in locked storage until testing resumes.

When testing resumes,

<b>SAY</b>	Open your test booklet and remove your answer document. We will begin working on Part 2 of the Reading test. Continue to work until you reach the page with a stop sign. Are there any questions?
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Answer any questions.

<b>SAY</b>	If you finish early, you may go back and check you work on Part 2 of the Reading Test. <b>DO NOT</b> go back to Part 1 of the Reading test or on to the Mathematics Test. You should have plenty of time to complete the Reading Test. When you have finished Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?
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Answer any questions.

<b>SAY</b>	You may begin working.
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While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer document. Since this is not a timed test, students who are not finished should be given additional time to finish. Follow your district's plan to accommodate students who have not completed the test. When students have finished Part 2,

<b>SAY</b>	The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this test should <i>(Insert DISTRICT PLAN)</i> .
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If you will be continuing with the Mathematics test, give the students a ten-minute rest and stretch break before proceeding. The instructions for the Mathematics test begin on the following page of this manual.

If you have completed testing for the day, collect all test booklets and answer documents. Follow the edit procedures in Part 5 of this manual and return all test booklets, student answer documents and any test materials to your STC.

## PART 4 – MATHEMATICS

### Mathematics Test Instructions

The Math test consists of two parts. The entire test will take approximately 120 minutes (about 60 minutes for each part). Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue. If such breaks are utilized, students must not be allowed to return to items encountered prior to the break.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils, rulers, scratch paper, and erasers. The demographic information on the answer documents must be completed prior to testing. The importance of correct demographic information cannot be stressed enough and therefore should be checked very carefully by an adult.

**SAY**

I will now pass out your test booklets and your answer documents. These test booklets contain the Reading test and the Mathematics test. At this time, we are going to work on the Mathematics test.

*Pass out the test booklets and answer documents. Be sure that students are given the same test booklet that they printed their name on for the Reading Test. Then*

**SAY**

Look at the front cover of your test booklet. Find the large 3 in the top right corner of the Test Booklet. The VERSION number for your test booklet is printed below the large 3. This is the VERSION number you will mark on your answer document.

*Check to be sure that each student has found the VERSION number on his/her test booklet.*

**SAY**

Now on Page 2 of your answer document, find the word “Mathematics” at the top left corner of the page. Above the word “Mathematics” is a box with the word “VERSION” and five numbered circles.

*Check to be sure that each student has found the correct box.*

**SAY**

Now fill the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a “1” in it on your answer document. If your test booklet is VERSION 2, you will darken the circle with a “2” in it on your answer document. Does anyone have a question?

*Answer any questions the students may have. Be sure they have filled in the correct VERSION number on their answer documents.*

**SAY**

Now open your test booklet to the Mathematics test on page 40. Find the page with the directions for the Mathematics test.

*Hold up a sample test booklet and show students the directions of the Mathematics test on page 40. Check to be sure that each student has opened his/her test booklet to page 40.*

**SAY**

I will read the directions to you. Follow along as I read them aloud.

**"Directions for Mathematics:** There are problems in this test booklet for you to solve. Do not mark or write your answers in this booklet. Instead, mark them on your answer document. Each time you answer a question, be sure the number in the answer document is the same as the number of the question you are answering in the test booklet.

**DO NOT WASTE TIME ON HARD QUESTIONS.** If you find a question is taking a lot of your time, come back to it later. **BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER DOCUMENT.**

The questions ask you to choose the correct answer. Each question has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. Find the number for that question on your answer document and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet or on scratch paper; however, you must mark your final answer on your answer document. Be careful to not make any stray or unnecessary marks on your answer document.

Let's work through the sample questions together to be sure you understand the directions." Are there any questions? *(Pause and answer any questions.)*

Now look at the boxed sample problems below the directions. We will read them and solve them together. The answers to the questions must be marked on your answer document. Before we read the problems, let's find where we will mark the answers on the answer document. Find the word "Mathematics" near the top left of the page on the right on your answer document.

*Hold up an answer document turned to the correct page and point out the word "Mathematics."*

**SAY**

To the right of the word "Mathematics" are three shaded boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in these boxes. Are there any questions?

*Answer any questions the students may have.*

**SAY**

Now we will go back to the test booklet and read the sample questions.

*Make sure everyone has found the sample questions in the test booklet.*

**SAY**

Now look at the first question. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "What is the sum of 7 and 5? A – 7; B – 10; C – 12; D – 24."

*Pause.*

**SAY**

Mark your answer to the question in the shaded box labeled "Sample A" on the Mathematics page of your answer document.

*Pause while students mark their answers on their answer documents.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

Yes, that's right. The sum of 7 and 5 is 12, so "C" is the correct answer. You should have marked the circle with the letter C in it. Does anyone have a question?

*Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer documents.*

**SAY**

Now look at Sample B in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the shaded box labeled "Sample B" on your answer document.

*Pause while students mark their answers.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

That's right. The correct answer is "B," You have fewer apples than your friend. You should have marked the circle with the letter B in it. Does anyone have a question?

*Answer questions, if necessary.*

**SAY**

Now read the Sample C question and answer choices in your test booklet. Then mark your answer on your answer document.

*Pause while students mark their answers.*

**SAY**

Which circle did you mark?

*Pause for replies.*

**SAY**

That's right. The correct answer is "C," fifteen cents. You should have marked the circle with the letter C in it. Does anyone have a question?

*Answer questions, if necessary.*

**SAY**

The Mathematics Test is divided into two parts: Part 1 and Part 2. Work on Part 1 until you come to the STOP sign. When you have finished Part 1, we will take a short break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?

*Answer any questions.*

**SAY**

We are now ready to begin Part 1 of the Mathematics Test. Read each question carefully. Be sure to mark your answers in the Mathematics section of your answer document. Do not go past the page with a stop sign until you are told to do so. Are there any questions?

*Answer any questions.*

**SAY**

Turn the page in your test booklet and begin working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer documents. When students have finished Part 1,

**SAY**

We will now take our break. Place your answer document in your test booklet to hold your place. Then close your test booklet.

Instruct students to leave their test materials on their desks and what they may do during the break  
OR

Collect each students' test materials and secure them in locked storage until testing resumes.



*When testing resumes,*

<b>SAY</b>	Open your test booklets and remove your answer document. We will begin working on Part 2 of the Mathematics test. Continue to work until you reach the page with a stop sign. Are there any questions?
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*Answer any questions.*

<b>SAY</b>	If you finish early, you may go back and check you work on Part 2 of the Mathematics test. <b>DO NOT</b> go back to Part 1 or the Reading test. You should have plenty of time to complete the Mathematics test. When you have finished Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?
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*Answer any questions.*

<b>SAY</b>	You may begin working.
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While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer document. Since this is not a timed test, students who are not finished should be given additional time to finish. Follow your district's plan for accomodating students who have not completed the test. When most students have finished Part 2 or a preset ending time is reached,

<b>SAY</b>	The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should <i>(Insert DISTRICT PLAN)</i> .
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Collect all test booklets and answer documents. If you have completed testing for the day, follow the edit procedures in Part 5 of this manual and reture all test booklets, student answer documents and test materials to your STC.



## PART 5 – ANSWER DOCUMENT EDIT PROCEDURES

### *Answer Document Edit Procedures*

Errors in coding the demographic information on the answer documents may result in inaccurate reports or delays in reporting test results. Answer documents must be returned to the districts for corrections before scoring can be completed.

Following test administration, students' answer documents should be reviewed for the following:

- Ensure that there are no stray pencil marks in the timing track or grid areas to be machine scored.
- All marks to be machine scored are marked darkly in pencil.
- All erasures are complete.
- All sections have been gridded appropriately (if applicable).

#### PROGRAMS Codes:

**IEP** is for a student who is identified as having a disability and is provided placement and services consistent with the Individuals with Disabilities Education Act (IDEA). **This includes students with IEP for speech or language.** For testing purposes, IEP should NOT be coded for academically talented students.

**Former IEP** is for a student identified as having a disability, was provided placement and service consistent with the IDEA, and was subsequently determined to no longer require services, resulting in a different status (i.e. "Former IEP/Re-certified")

**504** is for a student identified in accordance with section 504 of the Rehabilitation Act of 1973 and who has a Section 504 plan.

**LEP** is for a student who speaks a language other than English or has another language other than English spoken in the home and is eligible to participate in an English language instructional program.

**Former LEP** is for a student who speaks a language other than English or has another language other than English spoken in the home and has **previously** participated in an English language instructional program.

**Immigrant** is for a student enrolled in a school who was not born in the United States and who has not been attending school in the United States for more than three (3) full years.

**F/RL** is for a student who qualifies for the Free or Reduced Lunch Program. Students who are identified by the school or school district as being economically disadvantaged by any other means will also be coded here.

**MG** is for a student who has an approved Certificate of Eligibility on file with the Nevada of Education.

**TI** is for a student who has been identified for services in a school receiving **Title 1 Targeted Assistance** funding.

**YEARS IN DISTRICT (YID)** must be completed by school personnel as follows:

- 0** if the student was enrolled in this district after count day
- 1** if the student was continuously enrolled in this district since count day or before
- 2** if the student was continuously enrolled in this district for up to two years
- 3** if the student was continuously enrolled in this district for more than two years

**YEARS IN SCHOOL (YIS)** must be completed by school personnel as follows:

- 0** if the student was enrolled in this school after count day
- 1** if the student was continuously enrolled in this school since count day or before
- 2** if the student was continuously enrolled in this school for up to two years
- 3** if the student was continuously enrolled in this school for more than two years

**TESTING CONDITIONS** (labeled TC) applies only to a student with an IEP, a student with a Section 504 Plan, or a student identified as Limited English Proficient (LEP), and only if the student used accommodations on the test. In these cases, fill in the bubble indicating the conditions under which the student took the Reading or Math sections of the test.

- R** Regular conditions (no accommodations)
- P** Permissible or approved accommodations
- N** Non-permissible accommodations (or modifications)

**REASON NOT TESTED** should be completed if a student does not take the test. Fill in the appropriate bubble.

**SCAAN** if the student is administered Skills and Competencies Alternative Assessment of Nevada Special Accommodations.

**ABSENT** if the student is currently enrolled but is absent for test administration.

**OTHER** if the student is enrolled but did not participate for some other reason.

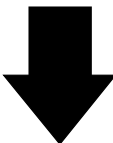
**NO** if one of the other REASONS NOT TESTED bubbles is mistakenly filled in.

**BRAILLE** is for the student taking the Braille version of the test.

A sample demographic page of the grade 3 answer document is provided on the following page. The OPTIONAL section is not used in this administration.



Place  
Pre-ID Label  
Here



*Sample Student Demographic Page*



# APPENDIX A

## District and School Number List

01	CHURCHILL		02	316	Cannon M S	02	308	Fremont M S
01	401	Churchill Co H S	02	171	Carl E S	02	268	French E S
01	301	Churchill Co Jr H S	02	219	Carson E S	02	272	Frias E S
01	205	Best E S	02	158	Cartwright E S	02	240	Fyfe E S
01	206	Lahontan E S	02	304	Cashman M S	02	276	Galloway E S
01	202	Northside E S	02	607	Centennial H S	02	167	Garehime E S
01	207	Numa E S	02	409	Chaparral H S	02	318	Garrett M S
01	204	West End E S	02	415	Cheyenne H S	02	302	Garside M S
			02	109	Christensen E S	02	181	Gehring E S
02	CLARK		02	414	Cimarron Mem H S	02	120	Gibson E S
02	131	Adams E S	02	401	Clark H S	02	310	Gibson M S
02	231	Adcock E S	02	422	Comm Coll East H S	02	206	Gilbert E S
02	420	Advanced Tech Acad	02	426	Comm Coll South H S	02	153	Goldfarb E S
02	178	Alamo E S	02	423	Comm Coll West H S	02	102	Goodsprings E S
02	151	Allen E S	02	612	Coronado H S	02	275	Gragson E S
02	140	Antonello E S	02	165	Cortez E S	02	278	Gray E S
02	413	Area Tech Trade Ctr	02	335	Cortney M S	02	416	Green Vly H S
02	137	Bartlett E S	02	293	Cox Clyde E S	02	324	Greenspun M S
02	406	Basic H S	02	126	Cox David E S	02	208	Griffith E S
02	280	Bass E S	02	180	Cozine E S	02	317	Guinn M S
02	108	Beatty E S	02	223	Craig E S	02	161	Guy E S
02	327	Becker M S	02	342	Cram M S	02	207	Hancock E S
02	248	Beckley E S	02	205	Crestwood E S	02	261	Harmon E S
02	236	Bell E S	02	233	Culley E S	02	346	Harney M S
02	138	Bendorf E S	02	125	Cunningham E S	02	262	Harris E S
02	292	Bennett E S	02	130	Dailey E S	02	168	Hayes E S
02	271	Bilbray E S	02	172	Darnell E S	02	229	Heard E S
02	101	Blue Diamond E S	02	220	Dearing E S	02	173	Heckethorn E S
02	411	Bonanza H S	02	269	Decker E S	02	129	Herr E S
02	157	Bonner E S	02	124	Derfelt E S	02	209	Herron E S
02	211	Booker E S	02	609	Desert Pines H S	02	210	Hewetson E S
02	601	Boulder City H S	02	106	Deskin E S	02	122	Hill E S
02	279	Bowler Grant E S	02	300	Detwiler E S	02	297	Hinman E S
02	159	Bowler Joseph E S	02	263	Diskin E S	02	202	Hoggard E S
02	246	Bracken E S	02	266	Dondero E S	02	273	Hollingsworth E S
02	307	Bridger M S	02	111	Dooley E S	02	350	Hughes M S
02	306	Brinley M S	02	417	Durango H S	02	303	Hyde Park M S
02	179	Brookman E S	02	212	Earl Ira E S	02	252	Indian Spgs E S
02	319	Brown M S	02	296	Earl Marion E S	02	604	Indian Spgs H S
02	147	Bruner E S	02	267	Edwards E S	02	336	Indian Spgs M S
02	148	Bryan Richard E S	02	118	Eisenberg E S	02	182	Iverson E S
02	156	Bryan Roger E S	02	410	Eldorado H S	02	123	Jacobson E S
02	163	Bunker E S	02	164	Elizondo E S	02	323	Johnson M S
02	313	Burkholder M S	02	257	Ferron E S	02	135	Jydstrup E S
02	348	Cadwallader E S	02	347	Fertitta M S	02	133	Kahre E S
02	225	Cahlan E S	02	143	Fitzgerald E S	02	134	Katz E S
02	155	Cambeiro E S	02	119	Fong E S	02	332	Keller M S
02	349	Canarelli E S	02	608	Foothill H S	02	226	Kelly E S

## APPENDIX A, continued

02	169	Kesterson E S	02	312	Orr M S	02	139	Thorpe E S
02	107	Kim E S	02	425	Palo Verde H S	02	290	Tobler E S
02	136	King Martha E S	02	232	Paradise E S	02	265	Tomiyasu E S
02	105	King Martin E S	02	216	Park E S	02	127	Treem E S
02	309	Knudson M S	02	110	Parson E S	02	243	Twin Lakes E S
02	237	Lake E S	02	114	Perkins E S	02	176	Twitchell E S
02	166	Lamping E S	02	289	Peterson E S	02	214	Ullom E S
02	418	Las Vegas Acad	02	145	Piggott E S	02	404	Valley H S
02	402	Las Vegas H S	02	244	Pittman E S	02	154	Vanderburg E S
02	321	Laughlin Jr S H S	02	253	Priest E S	02	245	Vegas Verdes E S
02	337	Lawrence M S	02	403	Rancho H S	02	255	Virgin Vly E S
02	341	Leavitt M S	02	235	Red Rock E S	02	603	Virgin Vly Jr S H S
02	419	Liberty H S	02	295	Reed E S	02	301	Von Tobel M S
02	331	Lied M S	02	104	Reid E S	02	183	Walker E S
02	222	Lincoln E S	02	160	Rhodes E S	02	258	Ward E S
02	270	Long E S	02	150	Roberts E S	02	238	Warren E S
02	144	Lowman E S	02	315	Robison M S	02	247	Wasden E S
02	141	Lummis E S	02	174	Rogers E S	02	177	Watson E S
02	103	Lundy E S	02	339	Rogich M S	02	259	Wengert E S
02	117	Lunt E S	02	203	Ronnow E S	02	330	West M S
02	115	Lynch E S	02	201	Ronzzone E S	02	405	Western H S
02	329	Lyon M S	02	221	Rowe E S	02	326	White M S
02	277	Mack E S	02	128	Rundle E S	02	256	Whitney E S
02	217	Mackey E S	02	412	S N V T C	02	142	Wiener E S
02	213	Manch E S	02	291	Sandy Vly E S	02	149	Wilhelm E S
02	311	Martin M S	02	320	Sandy Vly M S	02	242	Williams Tom E S
02	281	Martinez E S	02	328	Sawyer M S	02	224	Williams Wendell E S
02	132	May E S	02	344	Schofield M S	02	152	Wolfe E S
02	234	McCall E S	02	345	Sedway M S	02	287	Wolff E S
02	249	McCaw E S	02	251	Sewell E S	02	314	Woodbury M S
02	298	McDoniel E S	02	611	Sierra Vista H S	02	116	Woolley E S
02	113	McMillan E S	02	427	Shadow Ridge H S	02	121	Wynn E S
02	218	McWilliams E S	02	421	Silverado H S			
02	112	Mendoza E S	02	334	Silvestri M S	<b>03</b>		<b>DOUGLAS</b>
02	274	Miller Sandy E S	02	305	Smith M S	03	301	Carson Vly M S
02	338	Miller Bob M S	02	284	Smith Hal E S	03	501	Douglas H S
02	250	Mitchell E S	02	264	Smith Helen E S	03	201	Gardnerville E S
02	602	Moapa Vly H S	02	175	Snyder E S	03	206	Jacks Vly E S
02	424	Mojave H S	02	204	Squires E S	03	208	Kingsbury M S
02	333	Molasky M S	02	294	Stanford E S	03	205	Meneley E S
02	343	Monaco M S	02	286	Staton E S	03	210	Minden E S
02	282	Moore E S	02	241	Sunrise Acres E S	03	302	Pau Wa Lu M S
02	162	Morrow E S	02	325	Swainston M S	03	209	Pinon Hills E S
02	228	Mountain View E S	02	285	Tarr E S	03	207	Scarselli E S
02	170	Neal E S	02	260	Tate E S	03	502	Whittell H S
02	146	Newton E S	02	254	Taylor Robert E S	03	202	Zephyr Cove E S
02	283	Ober E S	02	230	Taylor Glen E S			
02	322	OCallaghan M S	02	239	Thomas E S			



## APPENDIX A, continued

<b>04</b>		<b>ELKO</b>				<b>12</b>		<b>NYE</b>
04	205	Carlin E S	07	104	Orovada E S	12	106	Amargosa Vly E S
04	601	Carlin H S	07	105	Paradise Vly E S	12	316	Amargosa Vly M S
04	112	Currie E S	07	201	Sonoma Heights E S	12	201	Beatty E S
04	202	Elko Grammar	07	202	Winnemucca Grammar	12	601	Beatty H S
04	603	Elko H S	07	301	Winnemucca Jr H S	12	311	Beatty M S
04	503	Elko Jr H S				12	301	Clarke M S
04	104	Independence Vly E S	<b>08</b>		<b>LANDER</b>	12	101	Duckwater E S
04	105	Jackpot E S	08	101	Austin E S	12	105	Gabbs E S
04	605	Jackpot H S	08	602	Austin H S	12	602	Gabbs H S
04	107	Montello E S	08	601	Battle Mtn H S	12	315	Gabbs M S
04	108	Mound Vly E S	08	301	Battle Mtn Jr H S	12	207	Hafen E S
04	209	Mountain View E S	08	201	Black E S	12	108	Johnson E S
04	203	Northside E S	08	203	Lemaire E S	12	102	Manse E S
04	206	Owyhee E S				12	206	Mt Charleston E S
04	604	Owyhee H S	<b>09</b>		<b>LINCOLN</b>	12	604	Pahrump Vly H S
04	212	Petan Ranch Sch	09	201	Caliente E S	12	103	Round Mtn E S
04	111	Ruby Vly E S	09	501	Lincoln Co H S	12	605	Round Mtn H S
04	211	Sage E S	09	301	Meadow Vly M S	12	313	Round Mtn M S
04	204	Southside E S	09	102	Pahrana gat Vly E S	12	204	Silver Rim E S
04	210	Spring Creek E S	09	601	Pahrana gat Vly H S	12	202	Tonopah E S
04	606	Spring Creek H S	09	302	Pahrana gat Vly M S	12	603	Tonopah H S
04	504	Spring Creek M S	09	202	Panaca E S	12	312	Tonopah M S
04	207	Wells E S	09	203	Pioche E S			
04	602	Wells H S						
04	208	West Wendover E S	<b>10</b>		<b>LYON</b>	<b>13</b>		<b>CARSON</b>
04	607	West Wendover H S	10	209	Cottonwood E S	13	201	Bordewich Bray E S
			10	201	Dayton E S	13	501	Carson H S
			10	604	Dayton H S	13	301	Carson M S
<b>05</b>		<b>ESMERALDA</b>	10	208	Dayton Inter	13	302	Eagle Vly M S
05	101	Dyer E S	10	203	Fernley E S	13	209	Empire E S
05	102	Goldfield E S	10	601	Fernley H S	13	204	Fremont E S
05	103	Silver Peak E S	10	303	Fernley Inter	13	203	Fritsch E S
			10	205	Silver Spgs E S	13	211	Mark Twain E S
<b>06</b>		<b>EUREKA</b>	10	605	Silver Stage H S	13	207	Seeliger E S
06	101	Crescent Vly E S	10	304	Silver Stage M S			
06	103	Eureka E S	10	204	Smith Vly E S	<b>14</b>		<b>PERSHING</b>
06	601	Eureka H S	10	602	Smith Vly H S	14	101	Imlay E S
			10	210	Sutro E S	14	201	Lovelock E S
<b>07</b>		<b>HUMBOLDT</b>	10	202	Yerington E S	14	601	Pershing H S
07	101	Denio E S	10	603	Yerington H S	14	301	Pershing M S
07	206	French Ford M S	10	302	Yerington Inter			
07	205	Grass Vly E S				<b>15</b>		<b>STOREY</b>
07	107	Jackson Mtn E S	<b>11</b>		<b>MINERAL</b>	15	101	Gallagher E S
07	103	Kings River E S	11	203	Hawthorne El Jr H S	15	102	Hillside E S
07	106	Leonard Creek E S	11	201	Hawthorne Primary	15	601	Virginia City H S
07	501	Lowry H S	11	601	Mineral Co H S	15	301	Virginia City M S
07	203	McDermitt E S	11	202	Schurz E S			
07	601	McDermitt H S						

## APPENDIX A, continued

<b>16</b>	<b>WASHOE</b>		16	311	Mendive M S	<b>21</b>	<b>CHURCHILL ALT</b>	
16	266	Allen E S	16	228	Mitchell E S	21	902	Churchill Co Adult
16	201	Anderson E S	16	267	Moss E S			
16	271	Beasley E S	16	211	Mount Rose E S	<b>22</b>	<b>CLARK ALT</b>	
16	207	Beck E S	16	237	Natchez E S	22	941	Adult Ed
16	275	Bennett E S	16	607	North Valleys H S	22	930	Biltmore Cont
16	310	Billinghurst M S	16	308	OBrien M S	22	922	Burk Credit
16	208	Booth E S	16	240	Palmer E S	22	419	Burk Sunset
16	229	Brown E S	16	213	Peavine E S	22	948	Child Haven
16	214	Cannan E S	16	302	Pine M S	22	924	Cowan Credit
16	261	Caughlin Ranch E S	16	233	Pleasant Vly E S	22	932	Cowan Academic
16	301	Clayton M S	16	505	Reed H S	22	949	Desert Rose Adult
16	215	Corbett E S	16	502	Reno H S	22	926	Desert Willow E S
16	315	Damonte Ranch M S	16	221	Risley E S	22	927	Desert Willow Sec
16	609	Damonte Ranch H S	16	217	Sierra Vista E S	22	925	Independent Study
16	268	Desert Heights E S	16	263	Silver Lake E S	22	407	Jeffrey Behavior
16	238	Diedrichsen E S	16	260	Smith Alice E S	22	920	Jeffery Credit
16	306	Dilworth M S	16	225	Smith Kate E S	22	934	Morris Behavior
16	258	Dodson E S	16	218	Smithridge E S	22	917	Miley Achvmt E S
16	272	Donner Spgs E S	16	269	Spanish Spgs E S	22	916	Miley Achvmt Sec
16	212	Double Diamond E S	16	606	Spanish Spgs H S	22	215	Miller Sch
16	223	Drake E S	16	503	Sparks H S	22	923	Morris Credit
16	204	Duncan E S	16	307	Sparks M S	22	408	Morris Sunset
16	239	Dunn E S	16	219	Stead E S	22	910	Stewart Sch
16	203	Elmcrest E S	16	234	Sun Valley E S	22	928	South Cont
16	509	Galena H S	16	303	Swope M S	22	911	Variety Sch
16	601	Gerlach H S	16	265	Taylor E S	22	929	Washington Cont
16	313	Gerlach M S	16	603	T M C C Magnet H S	22	933	Peterson Behavior
16	256	Gomes E S	16	209	Towles E S	22	931	Peterson Credit
16	216	Gomm E S	16	305	Traner M S	22	909	Peterson E S
16	224	Greenbrae E S	16	276	Van Gorder E S	22	605	Sunset North
16	262	Hidden Vly E S	16	304	Vaughn M S	22	613	Sunset Northwest
16	230	Huffaker E S	16	235	Verdi E S	22	606	Sunset South
16	504	Hug H S	16	220	Veterans Mem E S			
16	274	Hunsberger E S	16	205	Warner E S	<b>23</b>	<b>DOUGLAS ALT</b>	
16	206	Hunter Lake E S	16	264	Westergard E S	23	901	Douglas Alt
16	251	Incline E S	16	259	Whitehead E S			
16	602	Incline H S	16	270	Winnemucca E S	<b>24</b>	<b>ELKO ALT</b>	
16	309	Incline M S	16	501	Wooster H S	24	902	Elko Adult
16	236	Johnson E S				24	903	Elko Alt
16	226	Juniper E S	<b>17</b>	<b>WHITE PINE</b>				
16	232	Lemmon Vly E S	17	103	Baker E S	<b>27</b>	<b>HUMBOLDT ALT</b>	
16	257	Lenz E S	17	101	Lund E S	27	903	Lowry Adult
16	227	Lincoln Park E S	17	601	Lund Jr S H S	27	901	Leighton Hall
16	202	Loder E S	17	203	McGill E S			
16	273	Mathews E S	17	201	Norman E S	<b>28</b>	<b>LANDER ALT</b>	
16	222	Maxwell E S	17	502	White Pine Co H S	28	902	Lander Adult
16	508	McQueen H S	17	301	White Pine M S			
16	210	Melton E S						

## APPENDIX A, continued

<b>29</b>		<b>LINCOLN ALT</b>	56	281	Mariposa Acad	80	725	Echoes Christian
29	902	Lincoln Co Adult	56	610	Rainshadow HS	80	754	Faith Baptist Acad
			56	605	Sierra NV Acad	80	712	Faith Lutheran
<b>31</b>		<b>MINERAL ALT</b>				80	749	Foothills Montessori
31	901	Mineral Alt	<b>60</b>		<b>INDEPENDENCE CORR</b>	80	741	Grace Christian
			60	903	Independence H S	80	747	Haikal Islamic
<b>32</b>		<b>NYE ALT</b>				80	745	H O P E Academy
32	606	Pathways H S	<b>62</b>		<b>CLARK CORR</b>	80	746	House of Knowledge
32	607	Pathways M S	62	947	CC Detention	80	739	Lake Tahoe School
32	902	Nye Co Adult	62	777	Detention	80	705	Lake Mead Christian
			62	949	H D S P	80	731	Legacy Christian
<b>33</b>		<b>CARSON ALT</b>	62	921	Impact Program	80	755	Little Flower School
33	902	Carson Adult	62	912	Juvenile Court	80	710	Mountain View Chr
33	903	Pioneer H S	62	948	S D C C	80	743	New Hope Christian
			62	950	S N W C F	80	704	New Horizons Acad
<b>34</b>		<b>PERSHING ALT</b>	62	913	Spring Mtn Jr Sr H S	80	728	N N T C
34	903	Pershing Co Adult	62	928	Summit Des Willow	80	756	Our Lady of Snows
34	901	Pershing Alt	62	919	Summit View	80	721	Paradise Christian
						80	720	Reno Christian
<b>35</b>		<b>STOREY ALT</b>	<b>63</b>		<b>DOUGLAS CORR</b>	80	717	Ruby Mtn Christian
35	901	Virginia City Alt	63	503	Jacobsen H S	80	751	Sage Ridge School
						80	757	St Alberts School
<b>36</b>		<b>WASHOE ALT</b>	<b>64</b>		<b>ELKO CORR</b>	80	707	The Meadows School
36	918	ESL ES at Traner	64	906	Juvenile Detention	80	718	Trinity Christian
36	913	ESL HS at Wooster				80	740	University Baptist
36	914	ESL MS at Pine	<b>69</b>		<b>LINCOLN CORR</b>	80	750	Warren Walker School
36	920	Washoe Adult	69	602	C O Bastian			
36	506	Washoe H S						<b>HOME SCHOOLED</b>
36	314	Washoe M S	<b>70</b>		<b>LYON CORR</b>	81	888	Churchill Home Sch
			70	902	Western NV Yth Ctr	82	888	Clark Home Sch
<b>37</b>		<b>WHITE PINE ALT</b>				83	888	Douglas Home Sch
37	904	Steptoe Vly Adult	<b>73</b>		<b>CARSON CORR</b>	84	888	Elko Home Sch
37	903	Steptoe Vly H S	73	202	Corbett Facility	85	888	Esmeralda Home Sch
						86	888	Eureka Home Sch
<b>41</b>		<b>CHURCHILLCHARTER</b>	<b>74</b>		<b>PERSHING CORR</b>	87	888	Humboldt Home Sch
41	402	Gateways to Success	74	991	Coal Canyon H S	88	888	Lander Home Sch
						89	888	Lincoln Home Sch
<b>42</b>		<b>CLARK CHARTER</b>	<b>77</b>		<b>WHITE PINE CORR</b>	90	888	Lyon Home Sch
42	288	Agassi College Prep	77	902	Mountain H S	91	888	Mineral Home Sch
42	615	Explore Knowledge				92	888	Nye Home Sch
42	610	Keystone	<b>80</b>		<b>PRIVATE</b>	93	888	Carson Home Sch
42	299	Odyssey E S	80	742	Academy for Learning	94	888	Pershing Home Sch
42	614	Odyssey Sec	80	703	Bishop Gorman	95	888	Storey Home Sch
			80	709	Bishop Manogue	96	888	Washoe Home Sch
<b>56</b>		<b>WASHOE CHARTER</b>	80	736	Black Mountain	97	888	White Pine Home Sch
56	608	Acad for Career Ed	80	711	Calvary Chapel			
56	278	Bailey E S	80	748	Capital Christian	<b>98</b>		<b>BIA SCHOOLS</b>
56	312	Coral Acad of Sci	80	753	Carson Cty Adventist	98	723	Pyramid Lake
56	282	High Des Montessori	80	734	Church Academy	98	752	Duckwater Shoshone
56	604	I Can Do Anything	80	744	Desert Torah			

## APPENDIX B

### Testing Students with Disabilities

#### IEP Accommodation Form for the Nevada Proficiency Examination Program Effective for 2003-2004 School Year Only

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

This form is to be used by a student's IEP team in documenting need for testing accommodations and must accompany the IEP. Accommodations selected are specific and must be provided to the appropriate classroom test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed.

#### I. NO ACCOMMODATIONS NEEDED

\_\_\_\_ It is the judgment of the IEP committee that no accommodations are needed for this student.  
The student will test using standard

#### II. PERMISSIBLE ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the ITBS and ITED and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

##### Accommodations in the Test Setting (Check only those that apply to this student):

- \_\_\_\_ Individual administration will be allowed.
- \_\_\_\_ Small group administration (other than regular classroom) will be allowed.
- \_\_\_\_ Administration in an alternative setting will be allowed.  
Describe: \_\_\_\_\_
- \_\_\_\_ Provide for special lighting.  
Describe: \_\_\_\_\_
- \_\_\_\_ Provide for test administration in a study carrel or reasonable substitute.
- \_\_\_\_ Provide for special acoustics such as an amplifier for verbal instructions.  
Describe: \_\_\_\_\_

##### Accommodations in Test Scheduling (Check only those that apply to this student):

- \_\_\_\_ Tests administered at a time of day when the student is expected to do his/her best work.  
Describe: \_\_\_\_\_
- \_\_\_\_ The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures (**not to exceed twice the normal time**). Extra time is allowed on the following tests or subtests:
  - \_\_\_\_ Reading
  - \_\_\_\_ Language Arts (*ITBS/ITED only*)
  - \_\_\_\_ Mathematics
  - \_\_\_\_ Science
  - \_\_\_\_ Writing

## APPENDIX B, continued

### Accommodations in Test Administration (Check only those that apply to this student):

- ☐ Provide test administration by a specific individual (i.e. special education teacher, guidance counselor, etc.).  
Specify: \_\_\_\_\_
- ☐ Student will use a visual magnification device.
- ☐ Student will use an electronic device whose sole function is to enlarge text.
- ☐ Student will use a mask to cover portions of the test.
- ☐ Student will use markers to maintain his/her place.
- ☐ Student will use a large-print or Braille (circle one) version of the test.
- ☐ Student will use a device to screen out extraneous sounds.
- ☐ Student will use a calculator on the HSPE or CRT mathematics test.
- ☐ Test administrator or proctor will use an auditory amplification device to give directions.
- ☐ Test administrator or proctor will read aloud directions that are not normally read aloud to the student.
- ☐ Test administrator or proctor will reread directions aloud as necessary.
- ☐ Test administrator or proctor will provide verbatim directions to the student in sign language.
- ☐ Test administrator or proctor will read the language arts test(s) (*ITBS/ITED* only) verbatim to the student.
- ☐ Test administrator or proctor will read the mathematics test(s) verbatim to the student.
- ☐ Test administrator or proctor will read the science test(s) verbatim to the student.
- ☐ Test administrator or proctor will provide directions on a separate sheet for the student to keep use as needed.

### Accommodations in Student Responses (Check only those that apply to this student):

- ☐ Student will use pencils adapted in size or grip diameter.
- ☐ Student will type written responses using a keyboard or typewriter. (**The use of electronic aids such as spelling, grammar or hyphenation checks are not permitted on the writing assessment.**)
- ☐ Student will use a Braillewriter to record responses to writing prompts or constructed response question(s).
- ☐ Student will record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
- ☐ Student will record response(s) to writing prompts or constructed response question(s), on a separate sheet of paper.
- ☐ Student will dictate responses for multiple-choice questions to a test administrator or proctor.
- ☐ Student will dictate responses for constructed response questions to a test administrator or proctor. (**This option is NOT available to students taking a writing assessment.**)

### Other Accommodation(s):

- ☐ An accommodation not listed above, which has been approved in writing by the Nevada Department of Education: Assessment, Program Accountability, and Curriculum. (Attach copy of letter.)

Description of accommodation: \_\_\_\_\_

### III. ALTERNATE ASSESSMENT(S)

- ☐ It is the judgment of the IEP committee that this student will not participate in the CRT, *ITBS* or *ITED*, or Writing Assessment during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement: \_\_\_\_\_

**(IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. Please refer to the "Administration and Reporting Guidelines for SCAAN for further details.)**

## **APPENDIX B, continued**

### **NON-PERMISSIBLE ACCOMMODATIONS**

All students who test using other than permissible accommodations (see lists above) will be placed in the lowest achievement category for that test and will be counted for participation. The following accommodations are non-permissible and do affect the validity of the test scores. This list is not exhaustive and has been provided to highlight a few specific modifications that do affect the validity and reliability of a student's test scores. IEP committees should check with the Nevada Department of Education on the use of any accommodation not listed on this accommodations' form.

- Test administrator reading the reading or vocabulary test(s) to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check or grammar check device on a writing assessment.
- Student dictating to a scribe the response to the HSPE in Writing or 4<sup>th</sup> or 8<sup>th</sup> Grade Writing Assessment.
- Student using a calculator on the Mathematics Computation section of the *ITBS* or *ITED*.

## APPENDIX C

### Testing English-Language Learners NEVADA PROFICIENCY EXAMINATION PROGRAM

Proficiency Testing Record for Limited English Proficient Students  
Effective for 2003-2004 School Year Only

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Although federal law currently requires annual testing for all Limited English Proficient (LEP) students in English language proficiency in oral speech, reading, writing, speaking, and comprehension, scores on either the *Language Assessment Scales (LAS)* or *English Language Development Assessment (ELDA)* cannot be used as an alternate to state-mandated assessments. All LEP students must participate in the state assessments to meet requirements for assessing their knowledge in content areas. One of the two options below must be completed for each LEP student. LEP students who are on monitored status cannot use an accommodation for a state-mandated assessment. Accommodations are specific for each student, and relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students.

#### I. NO ACCOMMODATIONS NEEDED

\_\_\_\_ No accommodations are needed for this student. The student will test using standard conditions.

#### II PERMISSIBLE ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED* and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

##### Accommodations in the Test Setting (Check only those that apply to this student):

- \_\_\_\_ Individual administration will be allowed.  
\_\_\_\_ Small group administration (other than regular classroom) will be allowed.  
\_\_\_\_ Administration in an alternative setting will be allowed.

Describe: \_\_\_\_\_

\_\_\_\_ Student will take the test in a study carrel or reasonable substitute.

##### Accommodations in Test Scheduling (Check only those that apply to this student):

- \_\_\_\_ The time allowed to take the test in a single session is extended to allow a student to accomplish the translation necessary to take the test in English. Extra time is allowed on the following tests or subtests:  
\_\_\_\_ Reading \_\_\_\_ Language Arts (*ITBS/ITED*) \_\_\_\_ Mathematics \_\_\_\_ Science  
\_\_\_\_ Writing

##### Accommodations in Test Administration (Check only those that apply to this student):

\_\_\_\_ A specific individual may administer the test. (i.e. ESL/ELL teacher).

Specify: \_\_\_\_\_

\_\_\_\_ Words in writing test prompt(s) will be **defined** so that the student understands the meaning of the topic. (No help can be given on responding to the topic nor may the prompt be translated into the student's first language.)

## APPENDIX C, continued

- \_\_\_\_ Student will use a bilingual dictionary on the CRTs, grades 3-8, and on 4th and 8th grade writing assessments.
- \_\_\_\_ Student will use word-for-word translators on the ITBS and the ITED.
- \_\_\_\_ Test administrator or proctor may answer questions that deal with **testing procedures**.
- \_\_\_\_ Test administrator or proctor will read aloud directions that are not normally read aloud to the student in the student's native language when possible and necessary.
- \_\_\_\_ Test administrator or proctor will reread directions aloud as necessary.
- \_\_\_\_ Test administrator or proctor will read the language arts test(s) (*ITBS/ITED* only) verbatim to the student.
- \_\_\_\_ Test administrator or proctor will read the mathematics test(s) verbatim to the student.
- \_\_\_\_ Test administrator or proctor will read the science test(s) verbatim to the student.

### Other Accommodation(s):

- \_\_\_\_ An accommodation not listed above, which has been approved in writing by the Nevada Department of Education: Assessment, Program Accountability, and Curriculum. (Attach copy of letter.)

Description of accommodation: \_\_\_\_\_

### NON-PERMISSIBLE ACCOMMODATIONS (MODIFICATIONS)

All students who test using other than permissible accommodations (see lists above) will be placed in the lowest achievement category for the test and will be counted for participation. The following accommodations are non-permissible and do affect the validity of the test scores. This list is not exhaustive and has been provided to highlight a few specific modifications that do affect the validity and reliability of a student's test scores. Those deciding on accommodations should check with the Nevada Department of Education on use of any accommodation not listed on this accommodations' form.

- Test administrator or proctor reading the reading or vocabulary test(s) to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary. (This applies to all portions of the HSPE in Reading, Math and Writing.)

















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